

Policy for Relationships & Sex Education

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1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant

RSE

Changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Suzanne Mulligan

Head Teacher

February 2023

2. Purpose

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people, we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

3. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE

The aims above are in line with our school Ethos. These are the core values that underpin a future where our students are fully included and respected in society: Self-Growth, Patience, Inclusion, Respect, Interconnected and Trustworthiness.

4. Statutory Requirements

In secondary, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

5. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/Stakeholder Consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student Consultation – we investigated what exactly students want from their

RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

7. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents/carers, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, such as:

- The Reproductive System – Male and Female
- The Menstrual Cycle
- Contraception – hormonal and non-hormonal
- Sexually Transmitted Infections (e.g., HIV/AIDS)

Students will also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: Families

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with the school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet.

SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

RSE

Beverley School ensures these requirements are met through; staff training and awareness, daily support in school to pupils, parents/carers and staff, and liaison with external agencies.

Confidentiality

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

9. Roles and Responsibilities

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

The Head of Education is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn

from the non-statutory components of RSE Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of Education.

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

10. Parents' Right to Withdraw

Parents/carers have the right to withdraw their children from the [no statutory/nonscience] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found provided adhering to this policy and addressed to the Head teacher.

RSE

A copy of withdrawal requests will be placed in the student's educational record. The Head of Education will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the PSHE Coordinator during accountability meetings.

The Head of Education and PSHE Co-ordinator will also invite visiting speakers and support agencies in to school, such as sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring Arrangements

The delivery of RSE is monitored by the Head of Curriculum and PSHE Co-ordinator through the Quality Assurance programme of learning walks, book scrutiny, lesson observations and student voice via the student council and questionnaires.

Students' development in RSE is monitored by class teachers through discussion and formative assessment and summative assessment.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.